

# VCU Center on Transition Innovations

## Indicator 14 Q&A

March 23, 2022

>>Liz: Welcome, everyone. It was great to see so many familiar names that came through the chat. Today is a discussion on data collection for Indicator 14. It will be a sort of an overview and just touching on a few of the important points for consideration and where the Indicator 14 resources information can be located on the Center on Transition Innovation's website. And we will put that website in the chat when we go and get on the website so that you have that available.

A more detailed, if you will, presentation on the actual survey instrument will be done through a webinar webcast, if you will. And that should be posted or airing early April and will be posted and archived so that you could use this as a training, if you would like to in terms of the survey instrument itself.

Before I start, I wanted to make sure that Marianne Moore, if you're on, this is a joint session between her and I. And we're going to make sure that she had a chance to say hello.

>>Jan: I don't see Marianne has joined us yet. She'll probably join --

>>Liz: She should be joining us shortly.

>>Jan: Aaliah and I can jump in when she does get on.

>>Liz: Thank you. I did want to introduce my colleague, Judy Averill, if Judy's on the call. She is the director for CTI. Didn't know if she wanted to say hello.

>>Judy: Good morning, or good afternoon, everyone. Is it afternoon? It's nice to see everyone. It's hard to believe that we're gearing up for another round of the data collection cycle for Indicator 14. You know, this information is so critical as it provides, you know, divisions information on the impact of those experiences that, you know, those experiences have on post-school outcomes as well as it really provides that guidance in making informs decisions regarding programs and services. So it's nice to see you. And I know you're going to enjoy this presentation.

>>Liz: Thank you, Judy. So for today, there will be sort of a brief overview of Indicator 14. Also, I want to make sure that you can see where the resources and materials are on the CTI website. Because everything related to Indicator 14 will be posted on this site.

There will be a period of time where I'll talk about frequently-asked questions that come in during data collection -- over the data collection years. There are a few questions that continue to sort of pop up, which is fine, because we do understand that there are always new folks that will be collecting information each year.

And then questions from Zoom participants. And as Aaliah mentioned, you are more than welcome to put the questions in the chat. And we will pause at various times to make sure that your questions are answered in a timely fashion.

And, yes, we will be putting the website up, the web address up, most definitely.

So just, again, a brief overview. It is the annual follow-up that's required by the Federal Government for students who exit secondary education on an IEP. So at time of exit, they would be on an IEP. We conduct the survey one year post-high school. And students must be completely separated from secondary education for one year. And that's when the data is collected. Sometimes that's confusing when we ask for the estimated numbers of leavers. Because we technically are always one year behind when the data collection is done.

Then at the end, when things are collected and we run the information for the Virginia Department of Education, it's submitted to the Federal Government every February. And the Federal Government asks for the competitive employment rate, higher education, two or four year, postsecondary training participation, or some other employment. So these are the primary indicators. Our survey in Virginia does cover a number of other areas of information that can be very, very helpful for transition planning on the local level.

So for many of you, you do know, and just a reminder, that the completion of Indicator 14 is due September 30th. Close to that time of September 30th, we check the database to see if there are any student files that have not been sent to the completed list. And we alert VDOE who then will send out reminders about the number of files that are still on the site that need to be taken care of prior to closing the database.

So I do want to always make note, and I probably will again in some of the other slides, that one of the categories that's looked at for follow-up are dropouts. And dropouts are any student who leaves school on an IEP ninth grade on up. So it isn't necessarily during their senior year or, you know, during that period of time. They are looking to see, to capture as many of the dropouts, and it's from ninth grade on up. During that year that we're looking at for data collection.

The resources on the CTI website, which we will see in just a couple minutes. There are the Indicator 14 instructions. And I would encourage for those who are completing the interviews that they have an opportunity to look at this. And because it really describes the whole process involved with Indicator 14. I will make note that there was a particular item that was added this year. It's a reminder to include students with disabilities who have been publicly placed in a private school, day or residential, for students with disabilities. There's a -- it's always been required, but now it is very much highlighted because there's a legislative study that's been going on looking at what the post-school outcomes of students who have been placed in a private setting. So I want to make sure to make note of that on this particular instruction. Because this was added as a reminder for this year.

The survey instrument is also now posted on the site. And I'll talk in just a moment about the survey instrument. But this can be downloaded. I know that some divisions, folks like to download the survey. It is exactly what they see on the website and completed by hand. And then later or at some point entered on the database. So it is up and I'll talk just about that in a minute.

Also, there are survey definitions, and that is on the website. There are particular definitions that happen throughout the survey. If someone wanted to download that to have those definitions handy, they can certainly have that.

We will have the Zoom question-and-answer recordings on this, as well as the webcast on the survey instrument, which as I mentioned earlier, will be airing in early April but will be archived and can be accessed at any point in time.

The survey instrument, itself, we had a few changes this year. Not many. But wanted to point out that the modified standard diploma option is no longer available on the survey. We did add some additional community resources that we felt would fill out that list of potentially students going to various community resources. As well as on the student side when the interview happens to see if they have linked with any of the resources.

And for this year, again, when students who are unengaged, and those are individuals who for the year that they are post-high school have not been employed. Have not been in higher education. Have not been in postsecondary training or education. The survey automatically goes to the back of the survey. That's the only way you see the unengaged. And we kept the impact of COVID. Again a couple questions about the impact of COVID in terms of employment and postsecondary education. So that has remained, again, for this year.

Just as a reminder, the survey logically skips to the appropriate section of the survey, depending on what the student is doing. You could start out if they're not in higher ed, it automatically goes to postsecondary education training. If they are in higher ed, it goes immediately to employment. After those that landed on the postsecondary education and training, it automatically goes to employment as well. All students end up on employment. Some may end up in terms of higher ed then go to employment or some may be in postsecondary education and go to employment. Or they go directly to the employment section. So everyone lands on employment unless they're completely unengaged for that year.

So the instrument, and we might as well go to the site, Jan. I appreciate it. So let's go to the instrument first. And the web address has been put in the chat. Again, this is exactly how it looks on the database. Your data entry site. As you will notice, there are at times -- it's something in blue that for this case, it's by the STI number. It says, "What is this?". And I want to make sure people are aware of when you print this off or when you look at it on this form, it -- these are not active links. However, once you are in the database, these are active links and popup windows show up in terms of the definitions.

So that's why we have it separately printed in case people are going through getting some training on the hard copy. Again, what's in blue on the hard copy are not active links. However, on the database, if there is a link that shows next to something for definition, anyone can click on that and the definition pops up. And, again, this list can be found on the website. It's under -- right there. They're all listed right there. In terms of those definitions.

We looked at the data collection instructions previously. And that's listed. There's a spot where the Q&As will be as well. And, again, we will have either a link and something designated with the webcast after it has aired and been archived. So all Indicator 14 information is here. Anyone can go and start downloading the survey instruments. I am already getting -- I know the memo went out from VDOE about your estimated number and contact information. And I am starting to gear up to get those memos out to you with your pass code and administrative pass codes that are on that.

Do we have any questions so far?

>>Aaliah: No questions in the chat so far. But if anyone wants to at any point, please feel free to do so.

>>Tammy: I have a question. This is Tammy Kilgore from Wise County Schools. You mentioned about the private day schools for students. About doing the Indicator 14 for them. What about the students that have went home schooling and we continue -- they opted to continue receiving consultative services. Instead of having an IEP, they have an ISP. We do continue to do the surveys on these students as well, correct?

>>Liz: I don't know if Marianne is on at this point. Okay.

I want to make sure that I give this question to her. And we will send something out for clarification. Because on the Indicator 14 guidelines, it is students who exit school on an IEP. But I know the ISP was questioned yesterday. And I'll make sure to get that to Marianne for response.

>>Tammy: Okay. Thank you.

>>Liz: Thank you.

>>Faith: I have a quick question. Will the information from past Indicator reports be available on this website? Like they have been in previous years? Will it keep up?

>>Liz: Yes. Previous what's called archive data is on your Indicator 14 website. Your data entry website for your school division. You obtain that through your administrator code. So that will show up on your administrator code, pass code.

There is, which I sent out to Special Ed Directors about two or three months ago, there is a unique web address that gives you all of your data over the past several years. So that went directly to Special Ed Directors. So if you wanted really to see sort of the very unique history, if you will, of all the data collections that have occurred, it is through that unique pass code. But on your site, itself, there are archive data runs that are on your data entry site, as they've always been.

>>Faith: Thank you.

>>Liz: Sure.

>>Aaliah: I don't see any other questions in the chat, Liz.

>>Liz: Okay. Thank you. We'll go -- Jan, we'll go to the slide, Questions Received during Data Collection. Thank you. There are some questions that are reoccurring over the years in terms of data coming from the field during collection time. One is an error message. And at times, we hope very infrequently, sometimes the data entry site does have a glitch. And I am on there to double check, but sometimes I get noticed -- I get a notice from a school division saying I'm having difficulty getting on. I'm getting an error message. And it would be very helpful if you would send to me a copy, just copy and paste what the error message is. Because then I can send it to our database manager and we can quickly take care of it.

Sometimes I will first of all check to make sure I'm not getting that error message. And then that way, we start to try to resolve if there may be an issue on your end. But most of the time, if there's an error message which has detailed database code on it, typically, that is a systemwide glitch. So I just ask that if that happens to please alert me. And we'll try to take care of it immediately so we don't slow down anyone's collection process.

When sending me a question over email, if you could identify your school division, oftentimes I get a question. And it just helps me to more quickly be able to address what the issue is. It's really incredible how close the email addresses are among school divisions with either just one letter added or deleted. And, you know, that kind of thing. So if you could, just indicate what school division. That really helps me tremendously to more quickly. I can look it up. I do figure it out. Something as a reminder, it really helps me a great deal.

Another error message is student file already in the database. And typically, this will pop up after you put in the student's name and STI number. It does give information about where it is. Sometimes the file is located in a previous year in your division. Had been followed up previously. And as we know, what happens, students do sometimes exit and then re-enroll and come back into school. And it's really a division decision whether we delete that file for you so that you can enter more recent information. And oftentimes, students come back to earn a higher diploma, which would be great. Or now they are employed or that kind of thing.

So if you do get that within your division, you certainly can alert us. There's no way you can delete a previous year file. That's in our huge database. And so we would need to be the ones to do that. But, again, that is your division decision as to whether you will enter another file.

But there's also a message, this type of error message, that says that the student was followed up in another school division. Please send it to me still. Because we check in the database whether the survey has been completed. If the survey's completed from another division, I will email you and say, this is a completed survey. We do not, as a rule, delete completed surveys. So it would be up to your division to decide if you wanted to contact the other division to see if that file can be deleted.

If the file in another school division that I'm checking, that it was not completed, it was not a completed survey, we will delete it so that you will be able to enter it for your division.

So any time you get an error message that's about a student file that may be in another database, you're more than welcome to email me, to ask me some questions about it. We'll check into it. And then you all can decide what your next steps are.

We try very hard to make sure we have complete categories for responses. But oftentimes, some things come up that -- and an interviewer is not sure how to appropriately identify where to put the response. And if that happens, please let me know through email or call me. And we can review what possible options might be the best fit.

If it looks that we're just really trying to do the best fit and another item needs to be added in the future, I always make note of this. Because every year, Judy, Marianne and myself sit down and look at the survey to make sure whether -- what changes or items might be need to be either revised or added. So it really helps us to know what's happening and if there are some categories that still need to be added.

>>Aaliah: Liz, we have a question from JoAnne asking when is a good time to start the surveys? Do we have to wait a full year after this year's graduation to start?

>>Liz: Typically, the survey is open -- it's open now. And it's really when the division decides it's best. I'd say a majority of the divisions start -- when schools are being released in May, I know that a number of divisions start immediately. But you do have until September 30th. And I'd say a majority of the activity, of data entry, happens over the summer.

>>Aaliah: I don't see any other questions.

>>Liz: Okay.

>>Aaliah: That's all for now.

>>Liz: One thing that I wanted to just cover today, to just give you some information, is we as a state have a very strong response rate in terms of survey respondents. I want to say thank you. Because it's the very hard work of all of you is the reason that we have this. We've had a strong response rate over the years. A strong response rate is so critical. We've always been in the 60's percentages, if you will. 60%, 61%, 65%. So that's a very, very strong response rate.

The reason that it's so important is it helps us to be able to say that we have a representative group of students as respondents. Every year, we have over 10,000 files that are identified for follow-up. Now, sometimes that number that you send in to me can change. Sometimes I get an email saying we have to reduce the number because there are 504 students on it or may be some other reason. And that's fine. Don't hesitate to contact me. I just change my spreadsheet. And it just really helps me keep track of what

our numbers are looking like. It really helps us to say this is a representative sample. And that helps us say what's happening to students after exiting high school. And what's happening to them in the community.

So one thing that also I'd really like to commend you all for is that over 80% of the respondents are either family members or students. That's really sort of the gold standard, to be honest. Because that is just -- we're really getting it directly from the student or a family member in terms of what's happening to students. So that's tremendous.

But there are three categories of nonrespondents that do impact an even higher response rate. If we really don't pay even more attention to this, we want to make sure that our overall response rate does not drop. And that we would be unable to say it's a representative sample.

The biggest category of nonrespondents is unable to contact after four attempts. This is a rather high number. And it is something that I've been tracking for a while. I just as a reminder for you all, yes, we did set it at four attempts and then unable to contact. But just I want to remind folks, if you're unable to contact someone that, perhaps, a DARS counselor might know what the student is doing. Another educator in the building might know what the student is doing. Perhaps, there are other family members that we might be able to contact. So it's just something that I think we really need to be aware of and look at.

The next category is incorrect contact information. You'd think maybe this number would be really high. But it's not as high as it's -- it's not as near high as unable to contact after four attempts. It's typically incorrect. It's about 20% or less of the nonrespondents. So, again, if there are ways to try to establish some ways to get current numbers, I know with cell phones and people, especially now moving so much. I know that it's difficult. It's just something we need to be aware of.

The third category is family student declined to be interviewed. Now, a student or family member can decline to be interviewed. This is a voluntary survey. So it isn't a matter that they have to respond. Because they do not. But what I would like to say is this number is growing. This number is starting to get a little higher each year. And it concerns me because it is getting closer in line with the incorrect contact information. Whereas, in previous years, that number was really significantly lower. In terms of family student decline to be interviewed. So I'd encourage if there's a way that prior to exit that, or at various times during the last year, in high school, or, that there could be some discussion that we really want to know what's happening after you exit. So someone from the school will be calling. And we would love to have you tell us, you know, what you're doing in the community.

So I'm bringing this up as sort of a cautionary tale, if you will. I'm just sort of tracking what those numbers look like. Again, we have a very, very strong response rate. Which is just tremendous. But I'd hate for us to have an issue where that number starts to kind of slip and we're unable then to talk about having a representative sample.

That's really the more formal part of the, if you will, this call. I'm more than happy to take any questions. And, again, I have noted the home-school question. I will make sure that Marianne is aware of that and we'll get that information out to everyone.

>>Aaliah: Feel free, folks, to use the comment box or if you want to raise your hand or unmute yourself, we'd be happy to take questions.

Yes, the recording and slides will be shared to the website. As Jan mentioned earlier, the Indicator 14 page on our website is where we typically house all this information.

>>Liz: Yes. I see the question from Faith. Yes. All the Indicator 14 information that you need, the survey instrument, the instructions, the Q&As will be up as quickly as these sessions. As quickly as possible. As well as a way to link with the webcast/webinar that will be done on the survey instrument. That will all be posted on the site that you saw here earlier.

>>Faith: Thank you.

>>Liz: Sure.

>>Aaliah: We have another question Liz. JoAnne asks, I have a student on my list that I interviewed last year. What do I do?

>>Liz: Okay. I'm sorry.

>>Aaliah: JoAnne, would you like to clarify? The student I have in the chat says, I have a student on my list that I interviewed last year. What do I do?

>>Joanne: Yes, this is a student I did a survey on this past summer. I started here on July 1st of 2021. I interviewed her, you know, before September 2021. So she showed up on my exit list. What do I do?

>>Liz: Okay. So she -- so we are in the 2022 collection year, which means the school year is 2021. They would have exited in 2021. So that individual exited in the 1920 then came back into the 2021 school year?

>>Joanne: She did. It wasn't, like, a complete year. You know what I'm saying? They're doing virtual classes. So it was like she was off and on. You know.

>>Liz: If she came back and had any connection with secondary education, then you can have that file deleted and then follow-up after she has been separated completely from secondary ed for a full year.

>>Joanne: Do I need to send her name in?

>>Liz: If she's been separated for a full year, then yes, you can send it in. Yeah.

>>Joanne: I don't know if she's been separated for a full year. Not yet.

>>Liz: Then it would be another collection year. It would be the 2023 collection year then. It's very confusing. We go -- I get a lot of questions every year. And I actually have to stop and think, myself, because, remember, always a year behind from when we're collecting the data. So this is -- I usually do it by collection year. That helps me. So this is the 2022 collection year. Which means they would have exited at some point in the 2021 school year.

>>Aaliah: A couple more questions.

>>Liz: Okay.

>>Aaliah: I think we have -- yeah, we have a question from Daniel asking, if we are unable to contact the student but know what they are doing, can we put in the information that we know or do we have to have direct contact with the student or family member?

>>Liz: Okay. So if you're unable to get ahold of, like, the student or family member and you as an educator know what that student is doing and can give information about employment or higher education or postsecondary training, or even if they are unengaged, yes, you can put that information -- you can put that information in.

We're asking if you look at who can be interviewed on the survey, there's a list of potential folks. And some are, like, agency folks. And educators. And a variety of individuals. So just I want you to just bear in mind that if you are having difficulty tracking down a student or family member, that there are other options available.

And, again, you're all doing a fantastic job of meeting what we believe the gold standard to be of family and students, we just have an incredibly high response rate for that, which we greatly appreciate it. But do know it is difficult to track down students or families. And maybe there are other sources that you are aware of that could respond to what the student is doing.

>>Tammy: This is Tammy again from Wise County. The reason -- we get 100% response rate in regards to parents or the students. A lot of that comes from Messenger or Facebook. How do we list that on the survey? Can we just put where it says home number, cell number, just put Facebook Messenger, email? Can we list it that way?

>>Liz: Well, the reason that -- and that's a really great question. The reason that we put the contact, you know, like home, cell, is that the -- Jan, could you open the survey again, please? Thank you. Okay. So the reason that we do student numbers and dates and time of contact, that's just for your convenience. That's just a recordkeeping. So that -- and the reason we do it is oftentimes someone maybe tried two contacts and then they were pulled to do something else. Or didn't get back to that survey. And so someone else is picking the survey up. Then they can see what the information is in terms of trying to finish the survey. That's really the only -- that's the reason that we have that listed.

We don't track whether it was a home, cell, work. I mean, you know, you could put Facebook in any of them, if you wanted. It's just really a recordkeeping, if you will, for school divisions for their convenience.

>>Tammy: Okay. We get a lot of the can't contact or that type of thing. I always tell mine to get them to me by September 5th then I reach out to them through Facebook Messenger, that type of thing. So, okay. I wanted to know if that was okay.

>>Liz: Yeah, I mean, that's really a school -- as long as within your guidelines and your school division that that is something that is fine to do, then, yeah, definitely.

>>Tammy: Thank you.

>>Aaliah: We have another question, Liz. So Natasha asks how are postgraduates supposed to be counted? So, for example, graduated last year. Decided to come back to school.

>>Liz: Okay. You do not follow them up. They are not completely separated from secondary ed. If the student comes back in to secondary education for particular services, programs, whatever that contact is, you do not follow them until they are completely exited and gone for a year.

>>Aaliah: Then Faith shared a comment that there's also an option for Other to add info. Related to, perhaps, the last question that was asked.

>>Liz: Do you want to scroll to that, Jan? Keep scrolling.

>>Jan: Do you remember what number that is?

>>Liz: It's right there. Okay. We don't have any Others. We have taken those off. So if you're seeing -- you know, if you don't have a category that is the best, let me know. And we can start adding some for respondents if we need to. I think that's what you were referring to, Faith, correct? Was who did the interview. Who did you interview, I believe?

>>Faith: It was. I was remembering a previous -- you had an Other box. Yes, I do like the --

>>Liz: Yeah, we did -- any time we are making changes, we look at how much a particular category was used, especially Other. And when it's not being used, then we took it off. But, please, contact me if there's an issue with who you're contacting and would like to talk further about it.

>>Faith: DARS does a really great job. We still have our staff meetings in the summer. You'd be surprised how much information they have, how often they meet with our former students and they can pass -- so that's an option, folks.

>>Liz: Great. Yes. Thank you. So just, again, I don't mean to sound like a broken record. We are in the 2022 collection year. But we're looking at the past year that they were in school, 2021. And they would have had to exit during that year, any time during that year. And then not -- and did not return. Now, sometimes what happens is a student does go to another school division and goes there. And someone follows up and they are -- they have reenrolled somewhere. Then you do not follow them up. So I just want to make sure that we're clear. I will be talking about this again when I'm going through the survey instrument on the webcast. So I will make sure to emphasize that again during that training.

>>Aaliah: All right. I don't see any more questions in the chat. If anyone has any final questions, feel free to put them in now so we can get to them before the call ends. Feel free to also unmute yourselves to ask a question as well.

>>Liz: Well, if there are no further questions, thank you so much for your time today. And really appreciate it. And let me know, please, if something comes up afterwards that you thought of, please feel free to email me. And make sure to answer your questions. So thank you so much.

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